

ARTS EDUCATION DATA PROJECT

Arizona Executive Summary Report

Arts Education Data Project
State Education Agency Directors of Arts Education
Quadrant Research
Arizona Department of Education
Arizona Arts Commission
Arizona Citizens for the Arts



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About the Arts Education Data Project

The Arts Education Data Project is a partnership between the State Education Agency Directors of Arts Education and Quadrant Research. The nationwide project coordinates with participating state departments of education to collect and report arts education data from State Longitudinal Data Systems (SLDS) and other state department of education data sets on an annual basis.

The main partner for the Arizona Department of Education, Quadrant Research, has been an industry leader in displaying arts education data. They have partnered with the AzDOE in the past. In 2010, Quadrant Research and the AzDOE collaborated on the work *Arts Education in Arizona Public Schools*. This survey described the state of arts education in 2010 and predates the state's Coursework Completion System, as well as the Statewide Longitudinal Data System (SLDS). The SLDS provides the data for the 2019 Arizona Arts Education Data Project. The current dashboard provides various grain sizes for the viewer to see — from state to district to school — utilizing arts course and enrollment data to paint a picture of arts education opportunities across Arizona.

There are additional key arts partners who have informed this work. They include the State Education Agency Directors of Arts Education, Arizona Commission on the Arts, and Arizona Citizens for the Arts.

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Arizona Executive Summary Report



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Arizona Executive Summary

About the Data

The Arizona Department of Education captures arts course enrollment by course by school. This self-reported data was submitted by Arizona public schools and charter schools. The source of data comes directly from information submitted by schools. The school years 2013-14, 2014-15, and 2015-16 were submitted through the SAIS data reporting system. The school years 2016-2017 and 2017-2018 were reported through the AzEDS system. The data does not include any arts instruction provided by non-school entities. The data were provided to Quadrant Research for analysis. Each record contained the school, local education agency (LEA), course name, course grade level, and student arts enrollment counts and overall student enrollment. Additionally, unique enrollment by discipline and unique total arts enrollment data at each course level were provided. The unique arts course enrollment at each course grade level was aggregated from student-level. The purpose of calculating the unique counts at each course grade level within a discipline and across all disciplines is to eliminate counting students who would be enrolled in more than one course within a discipline or enrolled in courses across multiple disciplines.

Demographic data is from the Common Core of Data file published by the National Center for Education Statistics. Specific data element definitions for Free and Reduced Lunch, Locale Codes, and links to Course Codes and Course Code Descriptions may be found in the Appendix.

2017/2018 School Year

School Configuration	Number of Schools	% of Schools	Student Enrollment	% Student Enrollment
Elementary	1,176	60%	591,920	54%
Middle	225	11%	132,295	12%
High School	426	22%	309,189	28%
Other	145	7%	68,373	6%
Totals	1,972	100%	1,101,777	100%

The table above establishes the universe of schools and students referred to throughout the report.

This summary provides a top line view of the data analysis. Please visit: <https://azarts.gov/azartsed-explorer/> to view the companion interactive dashboard.

How to View the Data

When reviewing the data contained in both the summary report and through the dashboard it is critical to understand what the state policies or expectations are regarding arts education. This will provide important context in which to view the data. The data used for the Arizona Arts Education Data Project was self-reported by Schools and LEAs and therefore, in some instances, it may not be a complete representation of student enrollment or access.

Arizona Administrative Codes for Arts Education (R7-2-301. Minimum Course of Study and Competency Goals for Students in the Common Schools)

Arizona State Board of Education administrative code historically identified minimum course requirements in music and visual arts for K-8 students. This was updated in March 2018 to include requirements for all five arts disciplines, “which may consist of two or more of the following: visual arts, dance, theatre, music or media arts. When reviewing the data dashboard and this report, keep in mind that school districts arts programming choices are guided by federal, state, and local governing bodies.

Administrative language for the content areas of dance, media arts, and theatre education were not provided until March 2018, and Media Arts Courses were not yet included in state reporting at the time. Please keep in mind that visual arts and music were the state minimum required courses at K-8 schools for the majority of the years captured in this report.

A. Students shall demonstrate competency as defined by the State Board-adopted academic standards, at the grade levels specified (K-8), in the following required subject areas. District and charter school instructional programs shall include an ongoing assessment of student progress toward meeting the competency requirements. These shall include the successful completion of the academic standards in at least reading, writing, mathematics, science and social studies, as determined by district and/or statewide assessments.

- 1. English language arts;*
- 2. Mathematics;*
- 3. Science;*
- 4. Social Studies; including civics;*
- 5. The Arts, which may consist of two or more of the following: visual arts, dance, theatre, music or media arts;*
- 6. Health/Physical Education*

Graduation Requirement (R7-2-302. Minimum Course of Study and Competency Requirements for Graduation from High School)

1. *Subject area course requirements. The Board establishes 22 credits as the minimum number of credits necessary for high school graduation. Students shall obtain credits for required subject areas as specified in subsections (1)(a) through (e) based on completion of subject area course requirements or competency requirements. At the discretion of the local school district governing board or charter school, credits may be awarded for completion of elective subjects specified in subsection (1)(f) based on completion of subject area course requirements or competency requirements. The awarding of a credit toward the completion of high school graduation requirements shall be based on successful completion of the subject area requirements prescribed by the State Board and local school district governing board or charter school as follows:*

e. One credit of the arts or career and technical education and vocational education.

Based on current administrative code, students are required to participate in at least two of the five recognized artistic disciplines for every public school student in grades kindergarten through eight grade. Students in grades nine through twelve may elect to fulfill the minimum state graduation requirements by enrolling in an arts course in one of the five artistic disciplines or in a CTE course.

Key Findings from the Arts Education Data Project for the 2017/2018 School Year

- ❖ Although most students (88%) have access to some arts instruction, 71% of students in grades K-8 have access to both Music and Art as required by state education code.
- ❖ Seventy-one percent of all students participated in arts education courses. This represents more than 780,000 students.
- ❖ Participation in Art (45%) and Music (52%) were highest among the five artistic disciplines. Music and Art are also the most widely available of the arts disciplines.
- ❖ There were 133,107 students, or 12%, who did not have access to any arts instruction. Between 2015 and 2018 there has been a 4% decrease in the number students without access to arts instruction.
- ❖ The proportion of students without access to any arts courses was greatest in schools where more than 75% of students receive Free/Reduced Price Lunch when compared to the distribution of the total student enrollment.
- ❖ The following chart highlights where participation in arts education is highest and lowest based on specific characteristics:

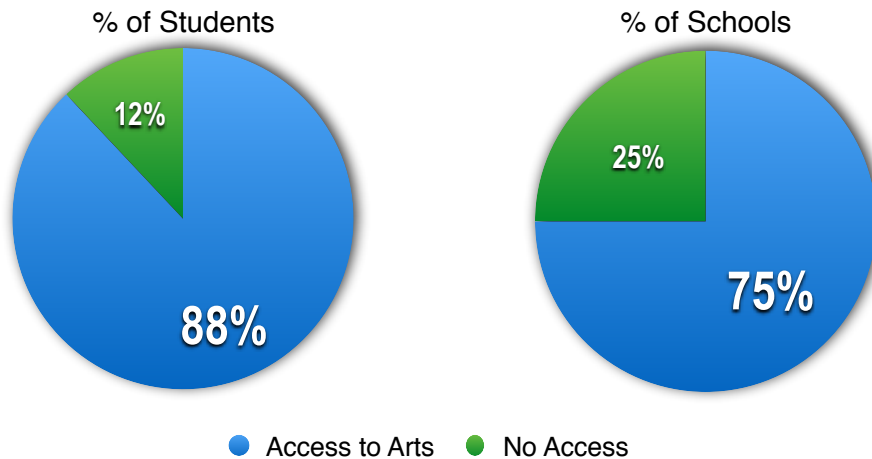
Highest Arts Participation Rates	Lowest Arts Participation Rates
High Poverty (Free Lunch Students 76%+)	Mid-High Poverty (Free Lunch Students 51%-75%)
City (mid-size)	City (small)
Majority Race/Ethnicity is White	Majority Race/Ethnicity is American Indian
Traditional Public Schools	Charter Schools
Elementary Schools	High Schools

- ❖ Student access to the two required arts disciplines (Art and Music) for elementary and middle schools (K-8) is lowest in schools where more than 75% of students receive Free and Reduced Price Lunch (69%).
- ❖ While Public Schools represent 83% of the population they represent 60% of the “no arts” student population whereas Charter Schools represent 17% of the overall student population they hold 40% of the “no arts” students.
- ❖ Student participation varies between Traditional schools and Charter schools. In Traditional schools, 73% of students are enrolled in the arts as compared to 60% for Charter schools.

SUMMARY

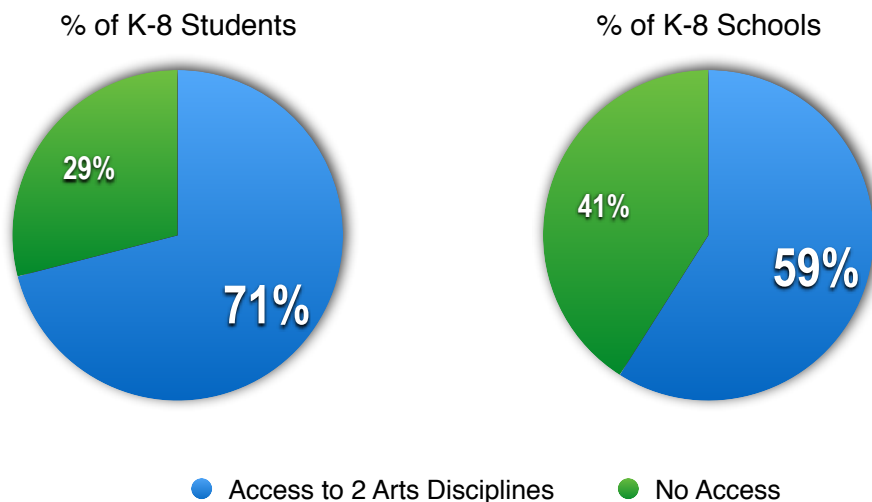
Overall Access to Any Arts Instruction

“Access” is the lowest threshold measure for arts education. It is used to determine if a school offers at least one arts discipline with any student enrollment. This only indicates presence of program, not breadth, and is used primarily to determine where schools may be operating without arts instruction. In 2018, 88% of the 1,101,777 students had access to one or more arts discipline in schools. This represents 75% of schools offering at least one art form. There were 133,107 students, or 12%, in 495 schools that did not have access to any arts instruction. Between 2015 and 2018 there has been a 4% decrease (improvement) in the number students without access to arts instruction.



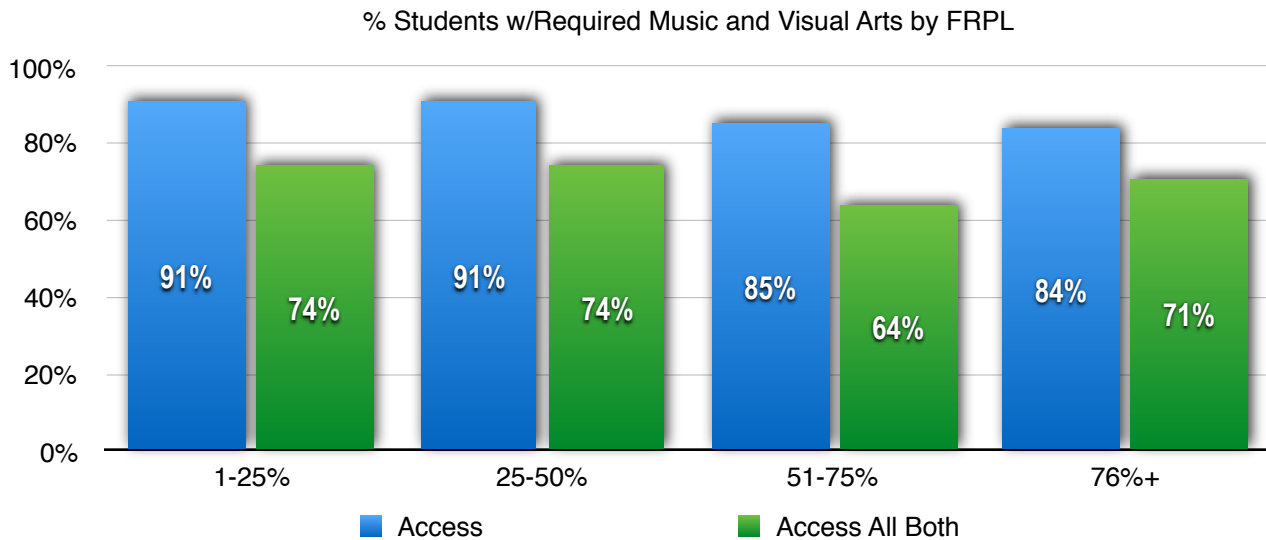
Overall Access to the Required Arts Disciplines for Grades K-8

In Arizona, education code states “students shall demonstrate competency... music and visual arts” for grades K-8. In 2018, 71% of K-8 students in 59% of schools serving K-8 students had access to both Music and Art. There were 210,022 K-8 students who did not have access to both Music and Art. The majority of ALL schools (56%) provide both Music and Art.



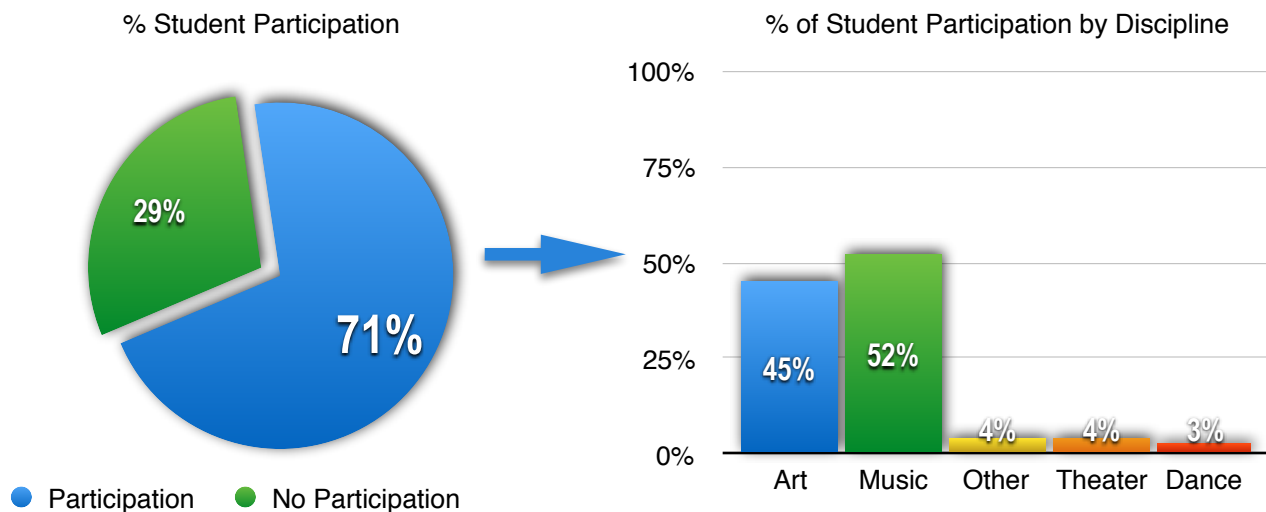
Required Arts Disciplines by Free/Reduced Price Lunch

Student access to the two required disciplines (for K-8 schools) varies based on the percentage of students eligible for Free and Reduced Price Lunch (FRPL). While access to at least one arts course declines as the percentage of students receiving FRPL increases - students in schools with 51-75% of students eligible for FRPL have significantly less access to both music and visual arts.



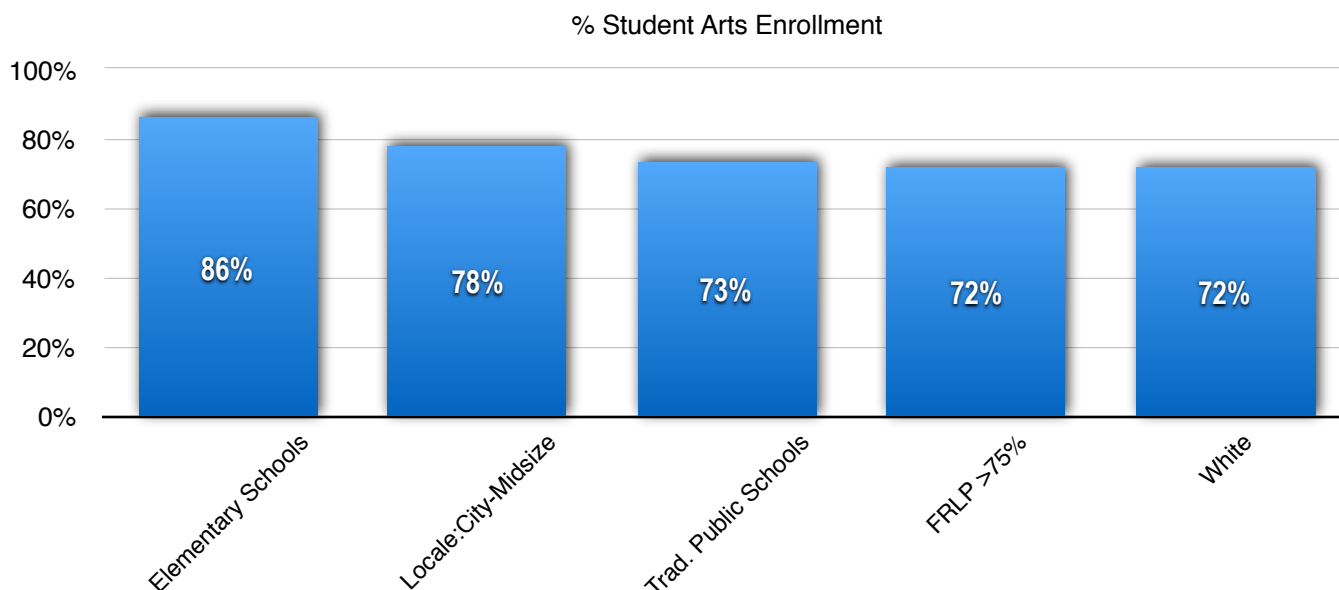
Overall Participation

Course enrollment data reveals 71% of all students (780,586 students) were enrolled in at least one arts discipline in 2018. Out of the total student population, 52% in Music followed by 45% in Art, 4% in Theater, 3% in Dance, and less than 4% in Other.



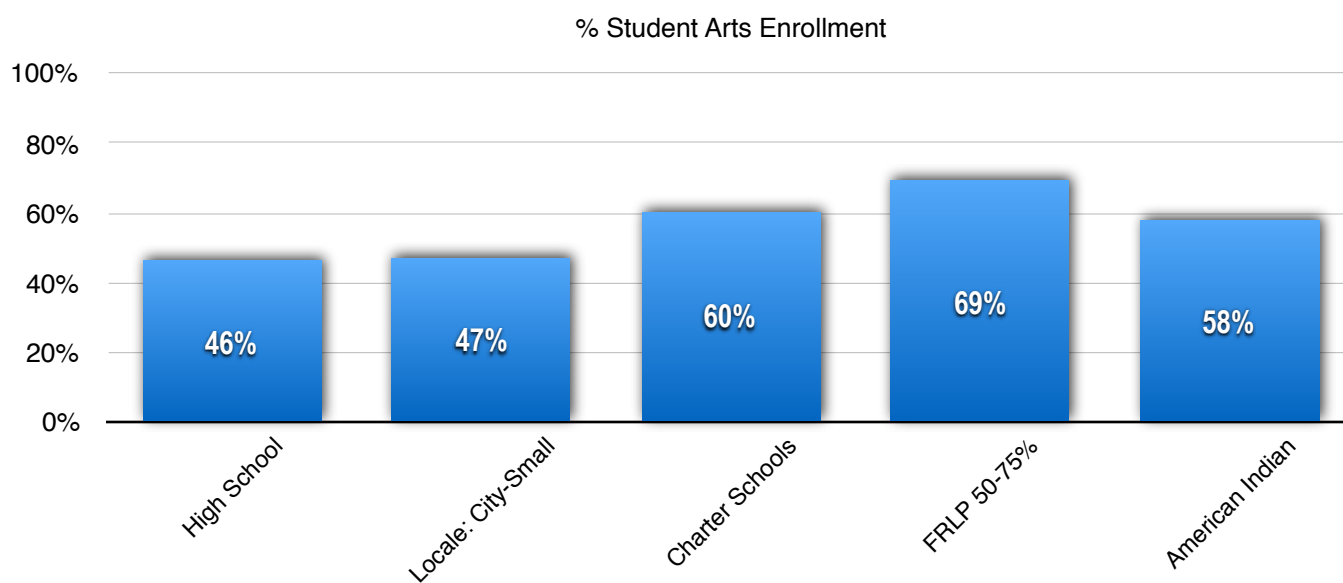
Highest Participation by Variable

Arts **participation** is highest for students attending elementary schools (86%), schools in the locale designation of “city-midsized” (78%), traditional (non-charter) public schools (73%), schools where more than 75% of students were eligible for Free and Reduced Price Lunch (72%) and school where the majority race/ethnicity is White (72%).



Lowest Participation by Variable

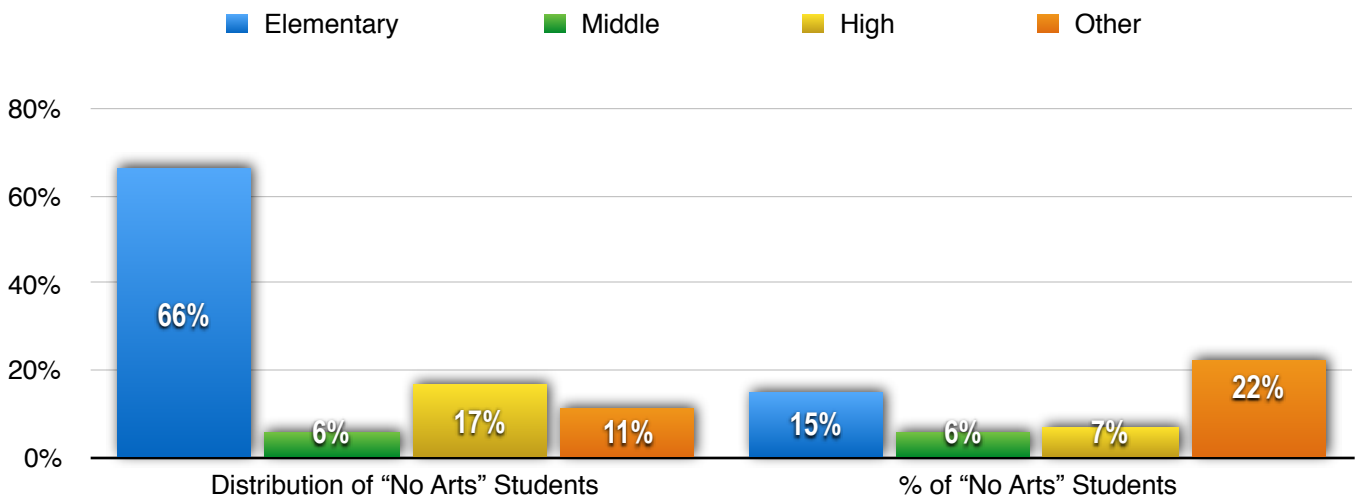
Arts **participation** was at the lowest levels for students attending schools designated as high schools (46%), students in schools locale designation of “city-small” (47%), charter schools (60%), schools where between 50% and 75% of students are eligible for Free and Reduced Price Lunch (69%) and school where the majority race/ethnicity is American Indian (58%).



No Arts Schools and Students

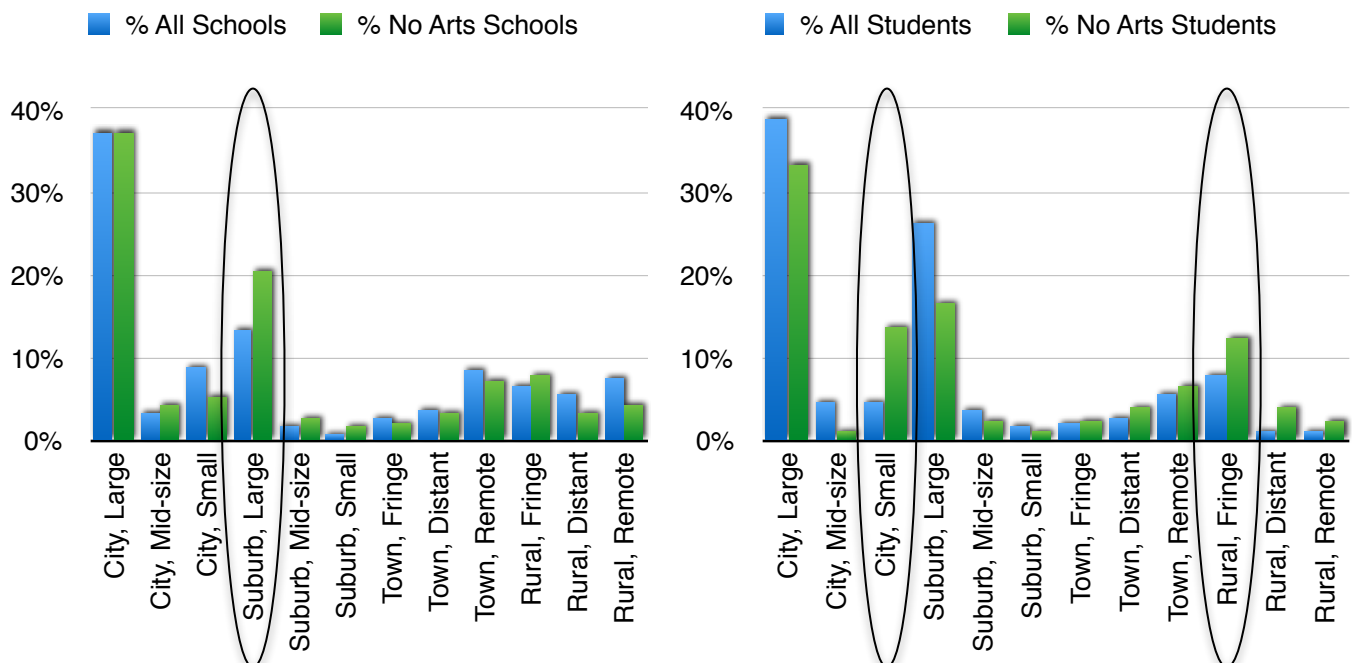
Based on the reported data, there were 495 schools with no arts courses. This impacts 133,107 students (representing 25% of schools and 12% of all students). This has changed since 2015 - decreasing from 33% of schools and holding steady at 12% of students.

The largest concentration of “no arts” students is in elementary schools (66% of all “no arts” students are in elementary schools or 87,529 students). This represents 15% of all elementary students.



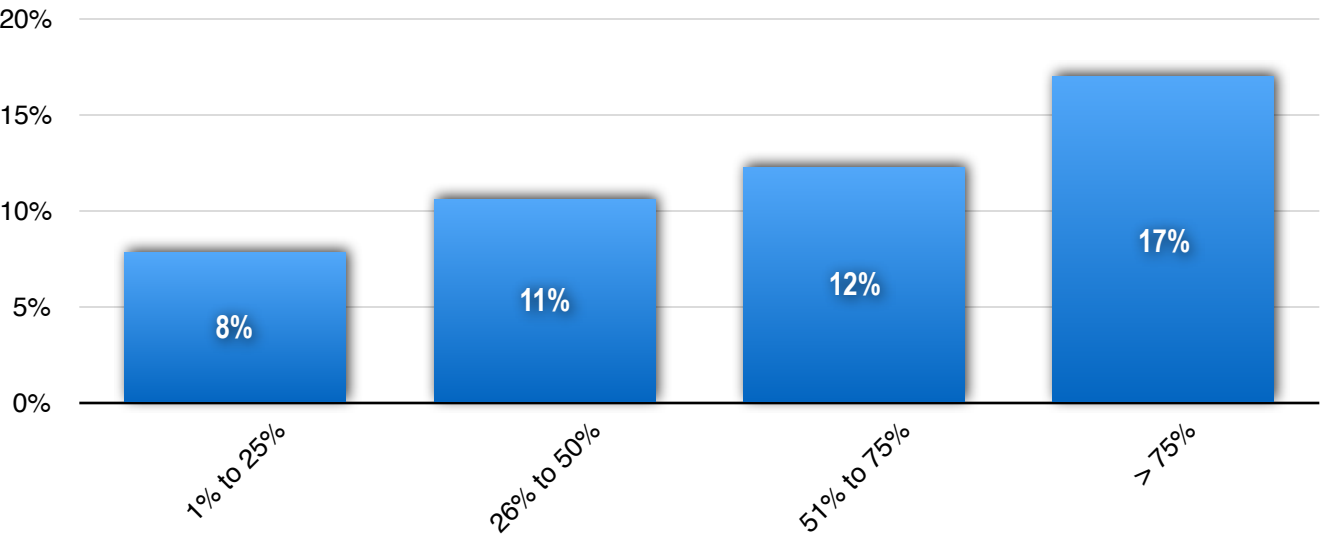
No Arts Schools and Students by Locale

The greatest proportion of “no arts” schools are in the locale designations of “suburb, large” when compared to all schools. The proportion of “no arts” students is also highest in “city, small” and “rural, fringe” locale designations when compared to the total student enrollment.

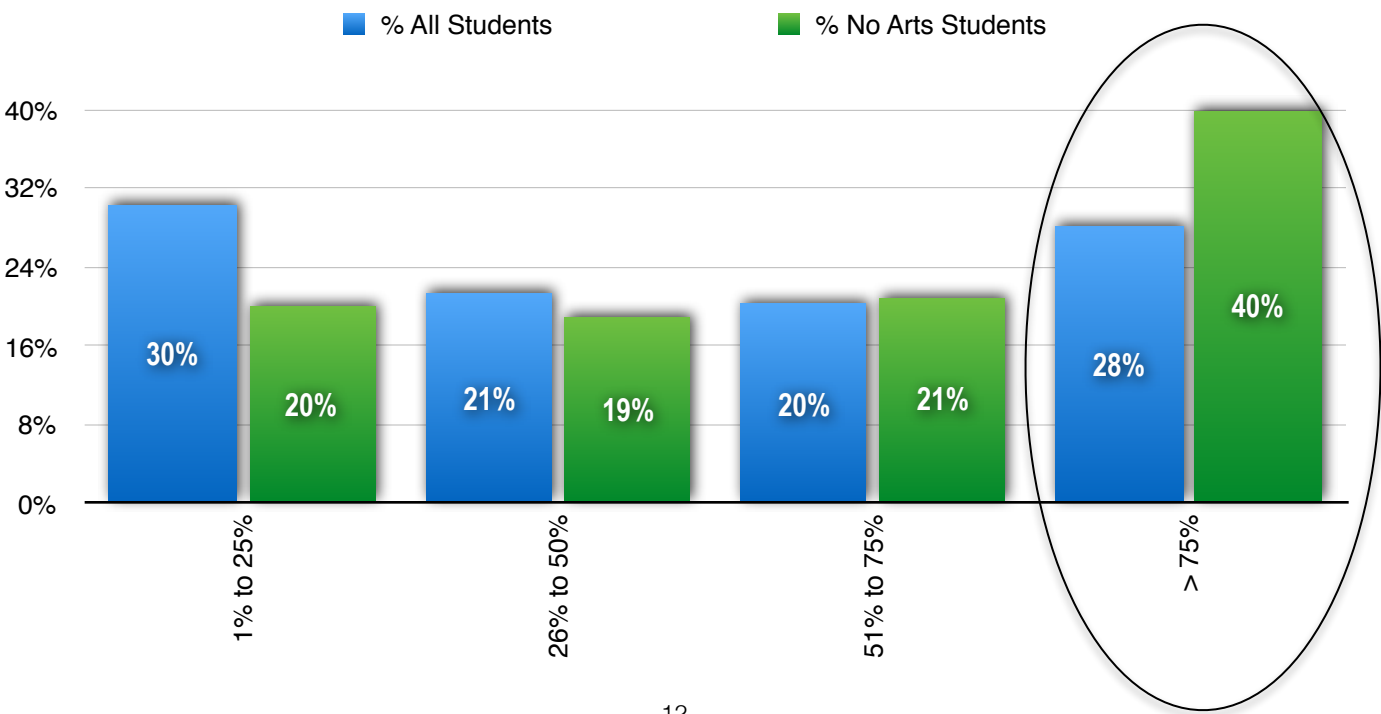


No Arts Students by Free and Reduced Price Lunch

The percentage of students without **access** to any arts instruction is greatest where the percentage of students receiving Free and Reduced Price Lunch exceeds 75%. This is a clear equity issue.



When analyzing the “no arts” students 40% of all no arts students are in schools where the percentage of students eligible for Free and Reduced Price Lunch is greater than 75% yet the overall student population in this category is only 28% further highlighting the equity issue.



Free and Reduced Price Lunch

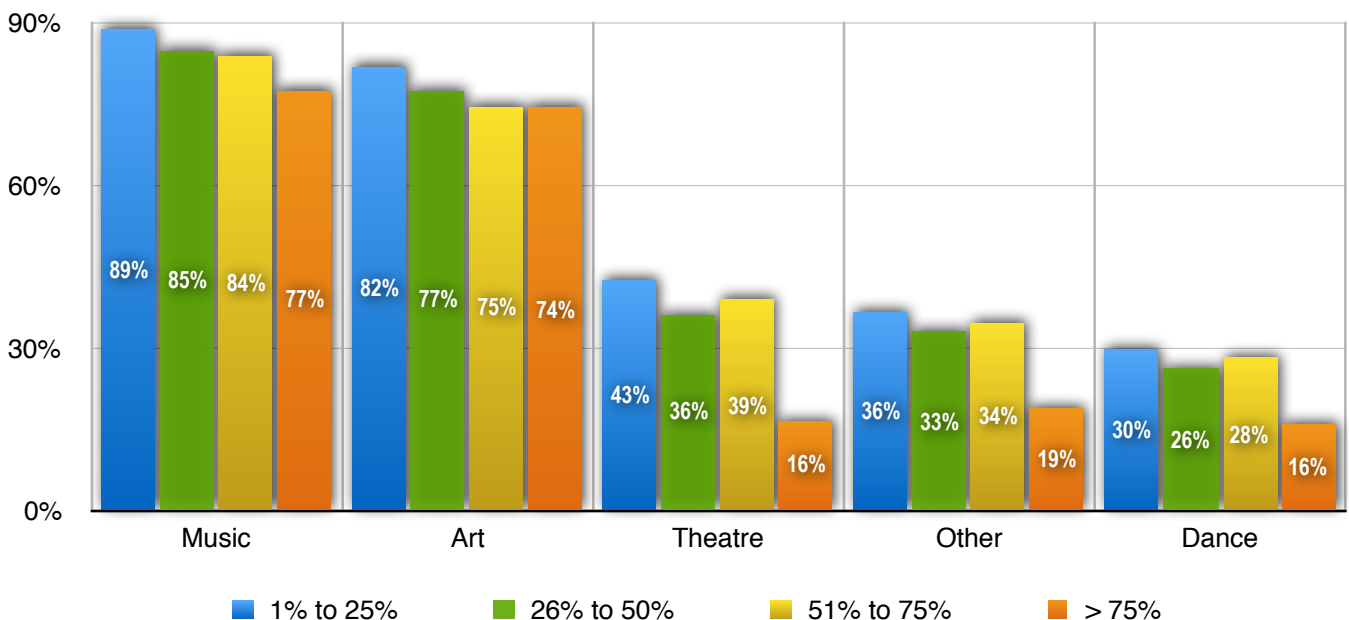
When comparing the arts participation rates, distribution of “no arts” students, and the diversity of course offerings across the percentage of students on Free and Reduced Price Lunch we see the following: Student Access, School Access, the Percentage of “No Arts” Students and Access to Music and Art is more favorable for school with low FRPL students than those with the highest FRPL levels. The one category moving against this trend is student arts participation where the participation rates are the highest in the schools where the FRPL rate is greater than 75% followed closely by schools where the FRPL rate is 1-25%.

% Free/Reduced Lunch (School)	Access (Students)	Access (Schools)	Student Arts Participation	% No Arts Student	Student Access Music & Art
1-25%	92%	84%	71%	8%	79%
25-50%	89%	82%	70%	11%	74%
51-75%	88%	74%	69%	12%	71%
>75%	83%	70%	72%	17%	69%

Free and Reduced Price Lunch Access by Discipline

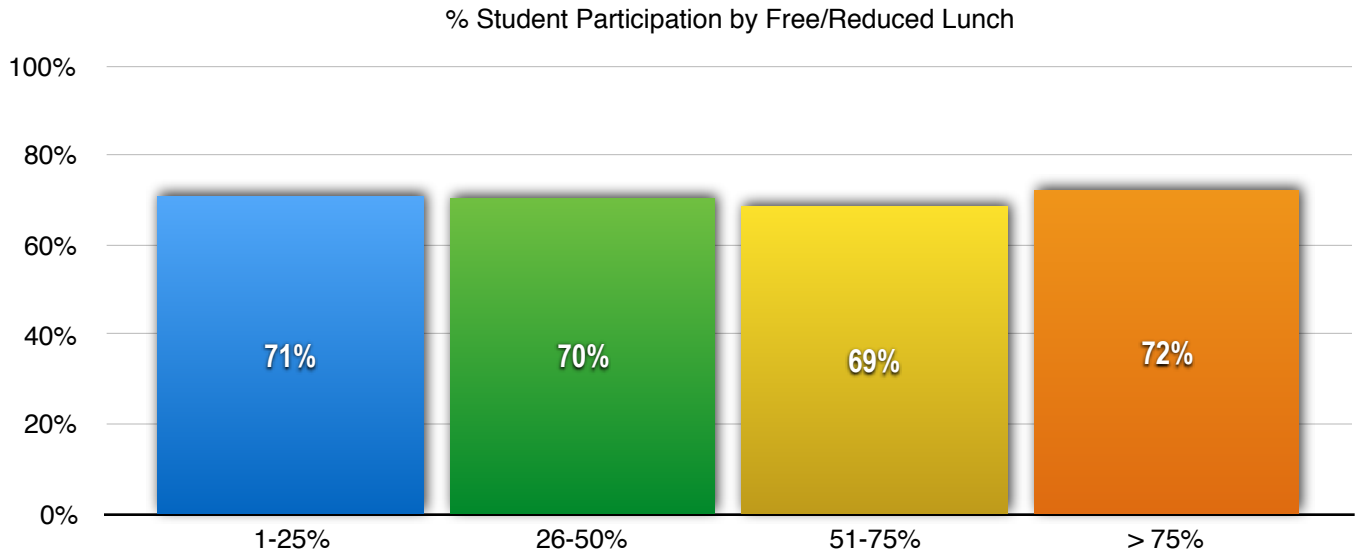
When looking at student access rates by discipline a different trend is visible. The higher the percentage of students on Free and Reduced Price Lunch the lower the percentage of students with access across each discipline. The lower level of access to Music and Art in the highest category (> 75%) is an indicator of the lower level of students with access to both Music and Art as required by state policy in grades K-8.

Discipline Access by Free and Reduced Price Lunch



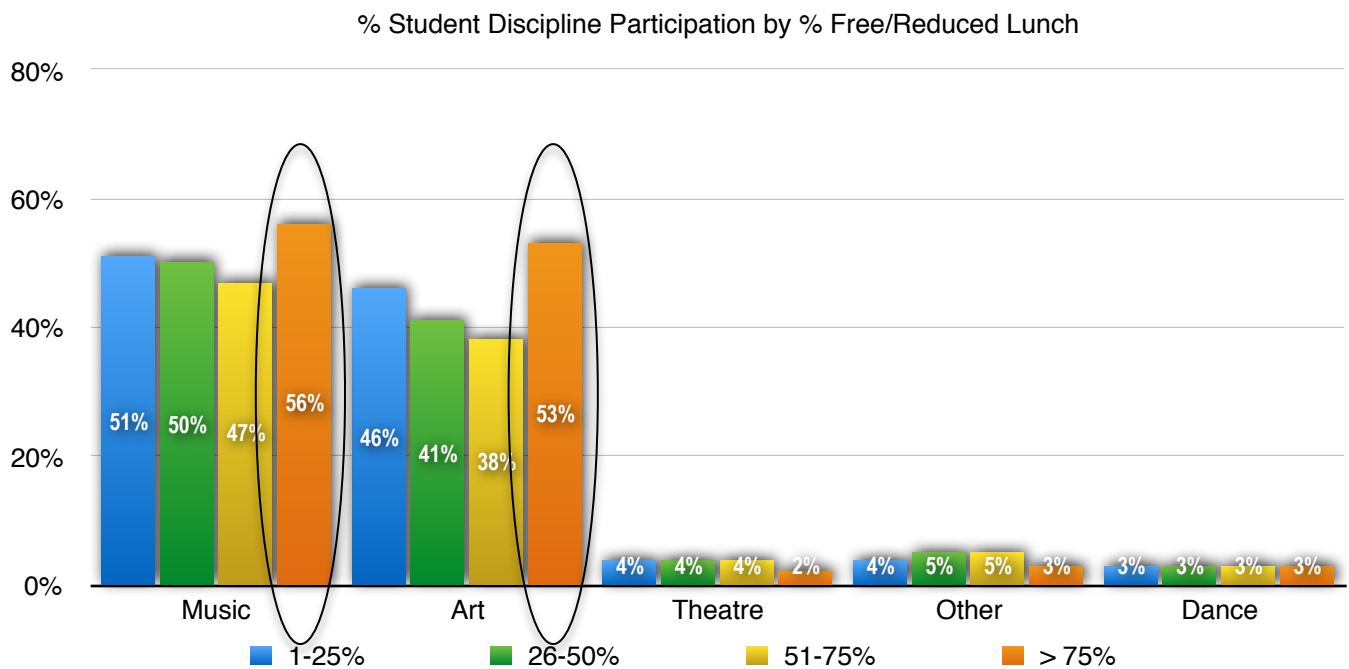
Free and Reduced Price Lunch Participation

The percentage of student participation in one or more arts discipline declines slightly and then increases as the percentage of students eligible for Free and Reduced Price Lunch increases. The groups with the lowest and highest percentage of FRPL have the highest arts participation.



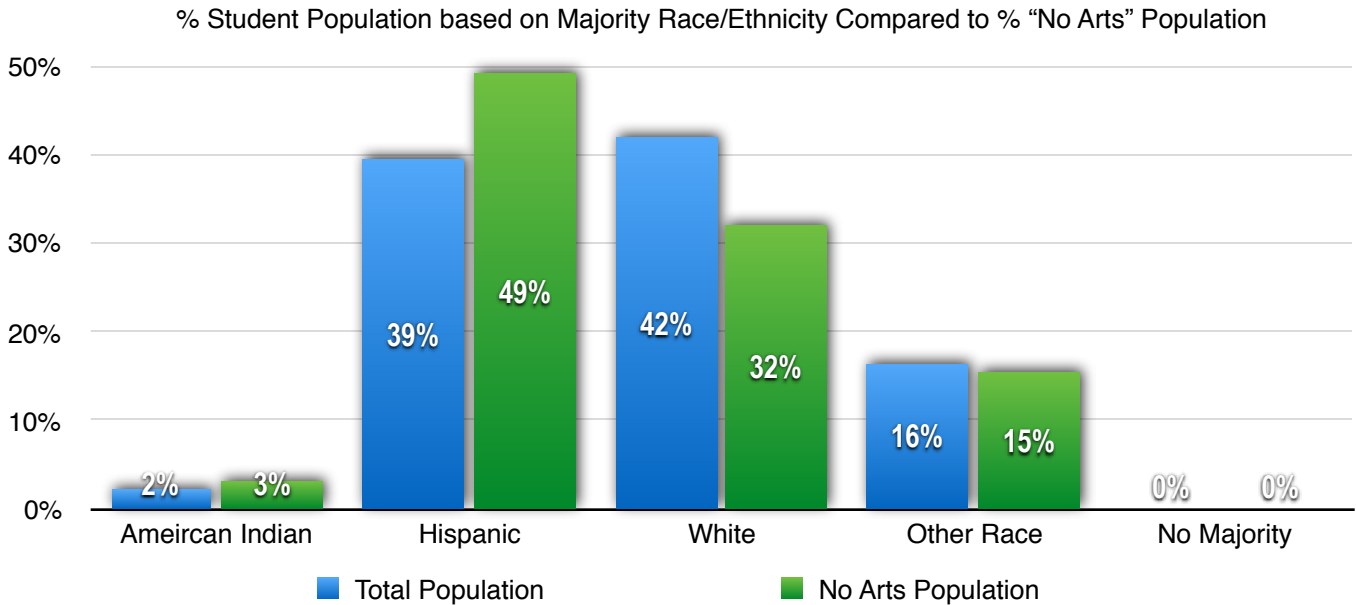
Free and Reduced Price Lunch Participation by Discipline

When looking at participation by arts discipline we see the participation declines slightly for both Music and Art in the middle categories while the largest participation rates are in schools with the highest percentage of students receiving Free and Reduced Price Lunch.



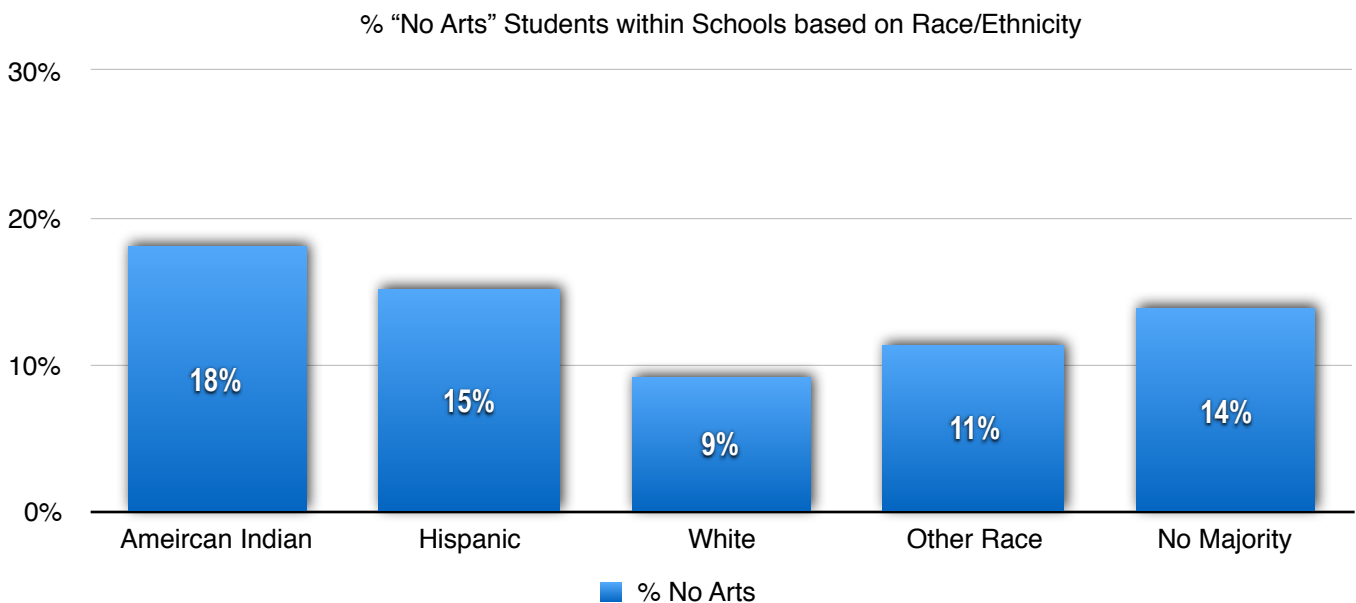
Majority Race/Ethnicity and “No-Arts” Students

When analyzing the data based on the majority race/ethnicity of a school, the proportion of “no-arts” students is higher where the majority of students in the school are either Hispanic or American Indian when compared to the total student enrollment distribution.



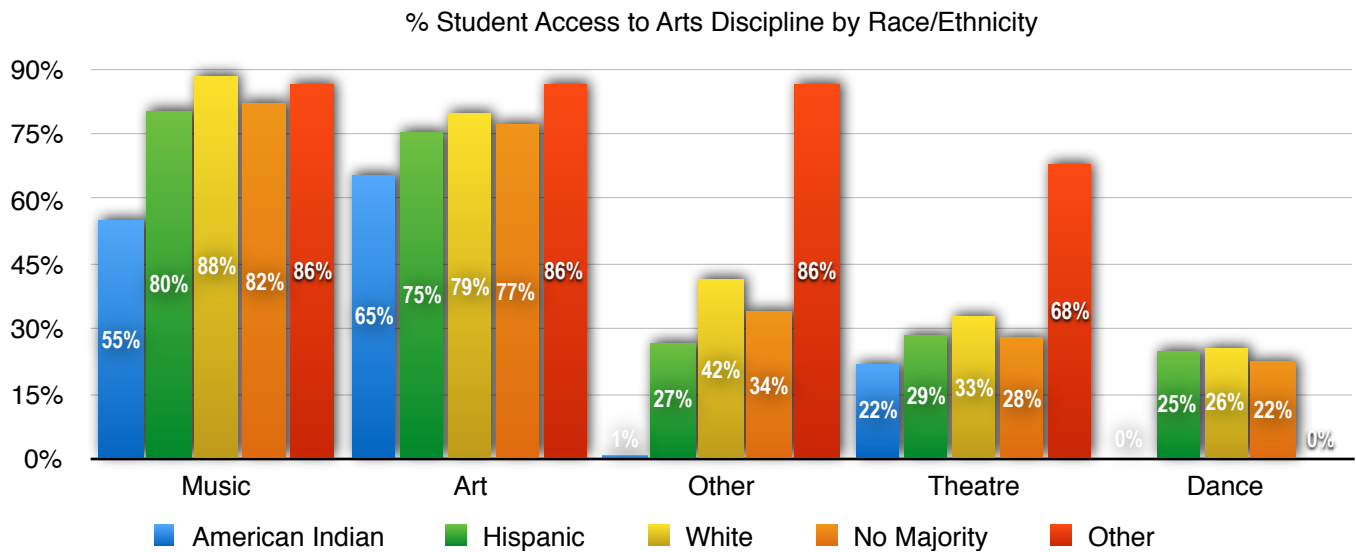
Majority Race/Ethnicity and “No-Arts” Students

Schools where the majority race/ethnicity is American Indian have the largest percentage of the population of “no arts” students. This is followed by Hispanic and No Majority schools.



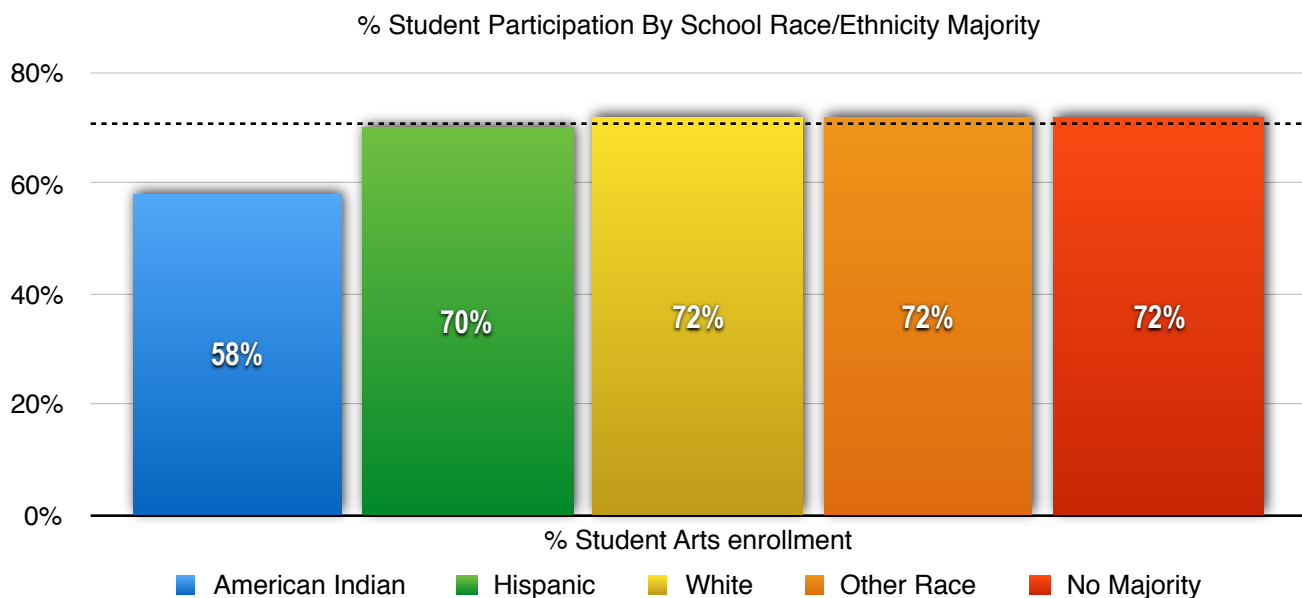
Majority Race/Ethnicity Access by Arts Discipline

When analyzing access by discipline and race/ethnicity there are differences between the groups. Students in schools where the student majority is White, No Majority or Other (Asian and African American) have greater access to each of the arts disciplines than in schools where the majority is American Indian.



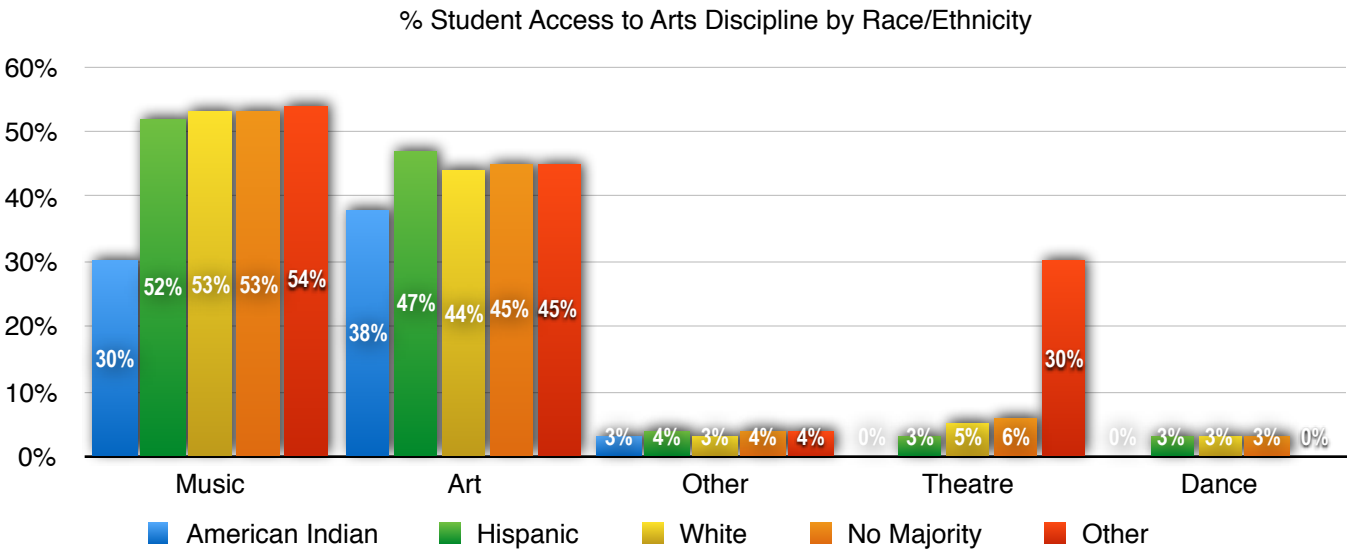
Arts Participation based on Majority Race/Ethnicity

When analyzing arts participation by the race/ethnicity of a school there are differences between the groups. Students in schools where the student majority is White, Other and No Majority have greater arts participation rates than in schools where the majority is American Indian or Hispanic.



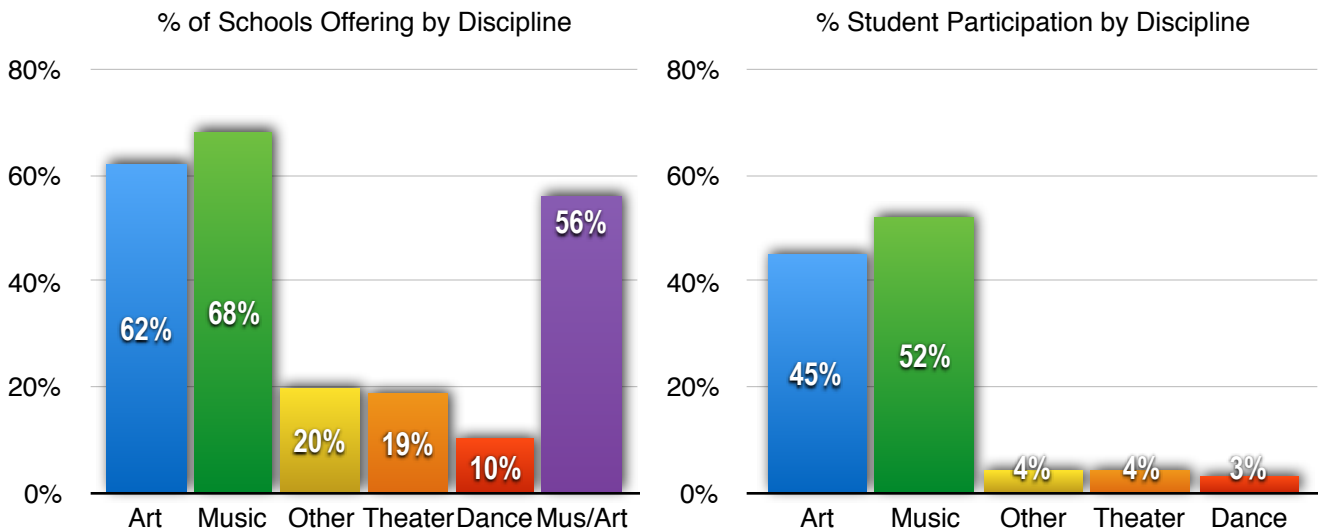
Majority Race/Ethnicity Participation by Arts Discipline

When analyzing participation by discipline and race/ethnicity there are differences between the groups. Students in schools where the student majority is American Indian have the lowest participation rates across all disciplines.



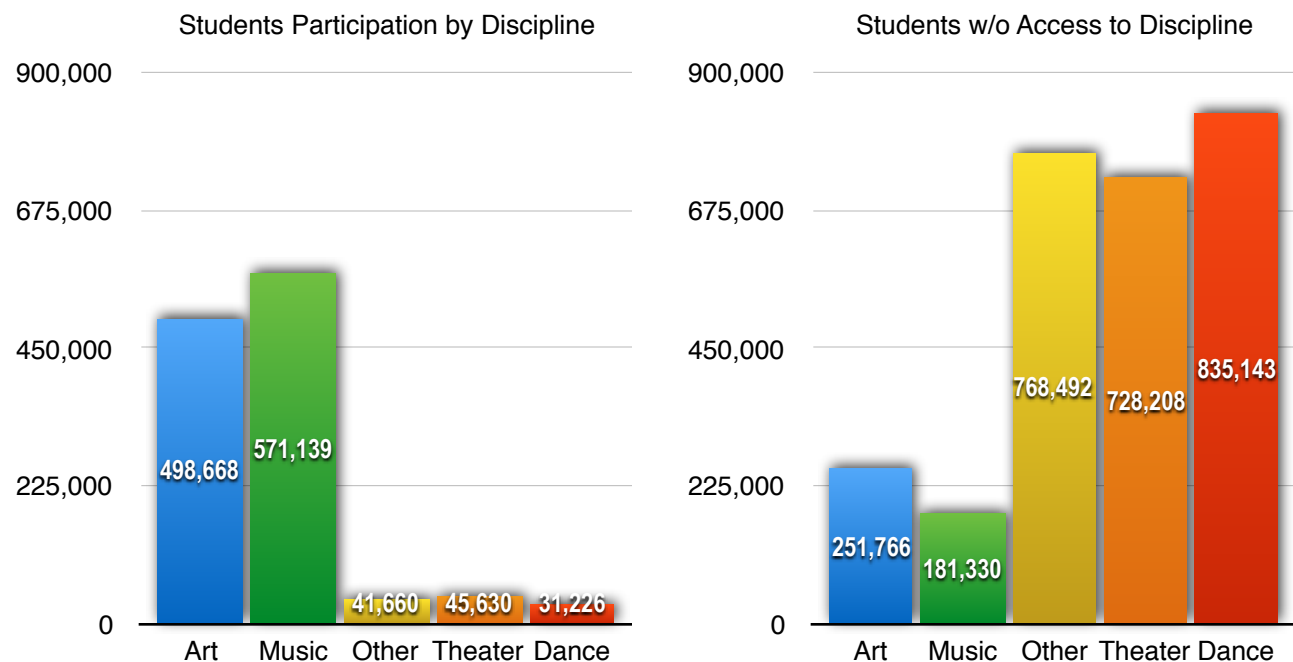
Overall Arts Discipline Access and Participation

In general, schools provide the greatest access to Art and Music, leading both of these disciplines to have the highest participation rates. Only 56% of ALL schools offer both Art and Music (and only 59% of K-8 schools as required). Schools are more likely to provide Art or Music than Theater, Dance, or Other courses, creating unequal learning opportunities in each of the arts disciplines.



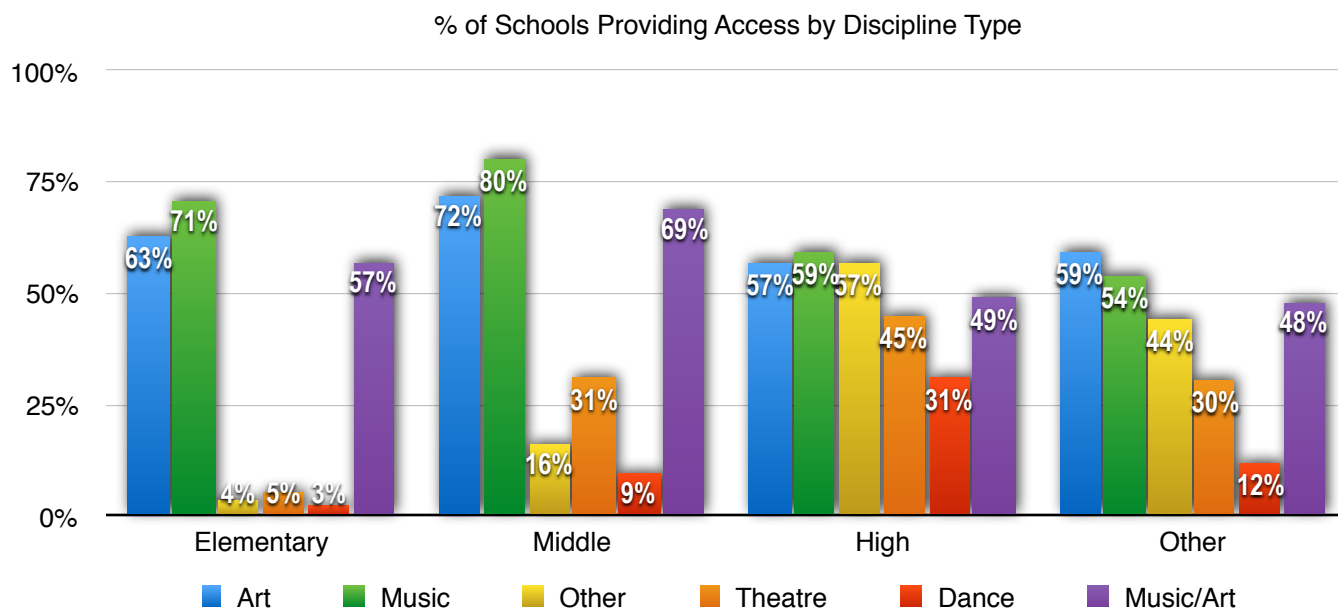
Overall Arts Discipline Participation

With Music and Art being more widely available, there is greater student enrollment. The lack of access to Dance, Theatre, and Other disciplines limits student opportunities.



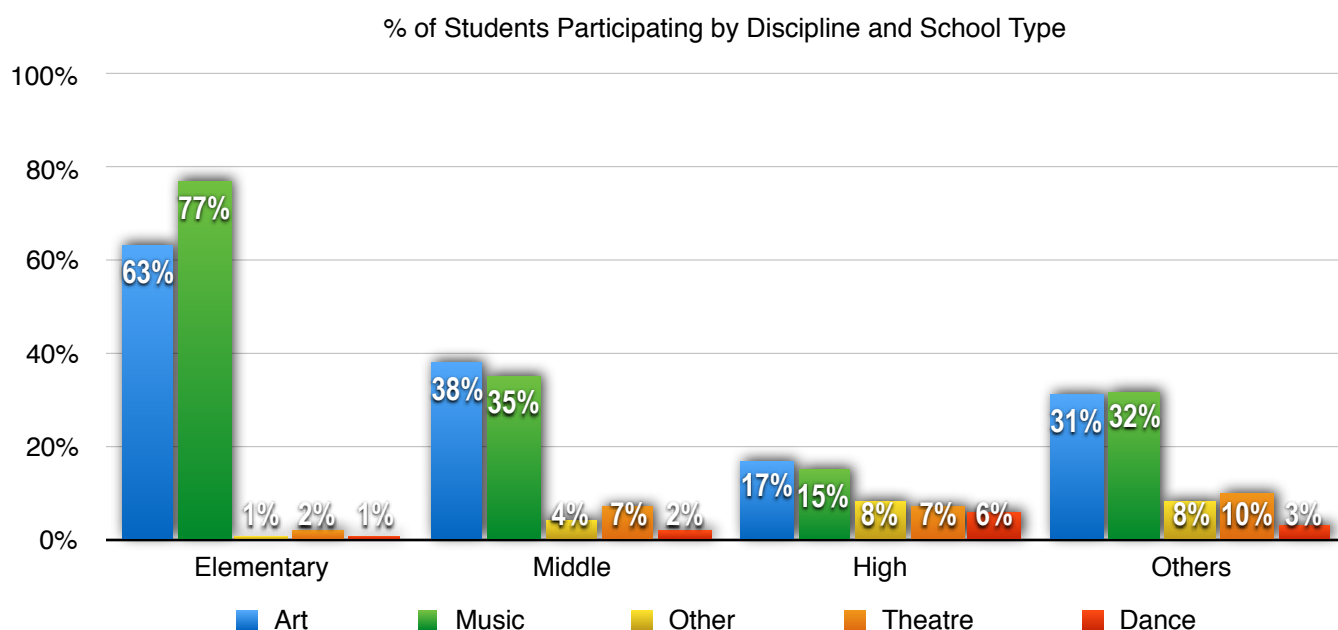
Arts Discipline Access by School Type

Middle schools provide greater access to Music and Art. Eighty percent of middle schools provide access to Music as compared to 59% of high schools. Only 57% of elementary and 49% of middle schools provide the required access to Music and Art.



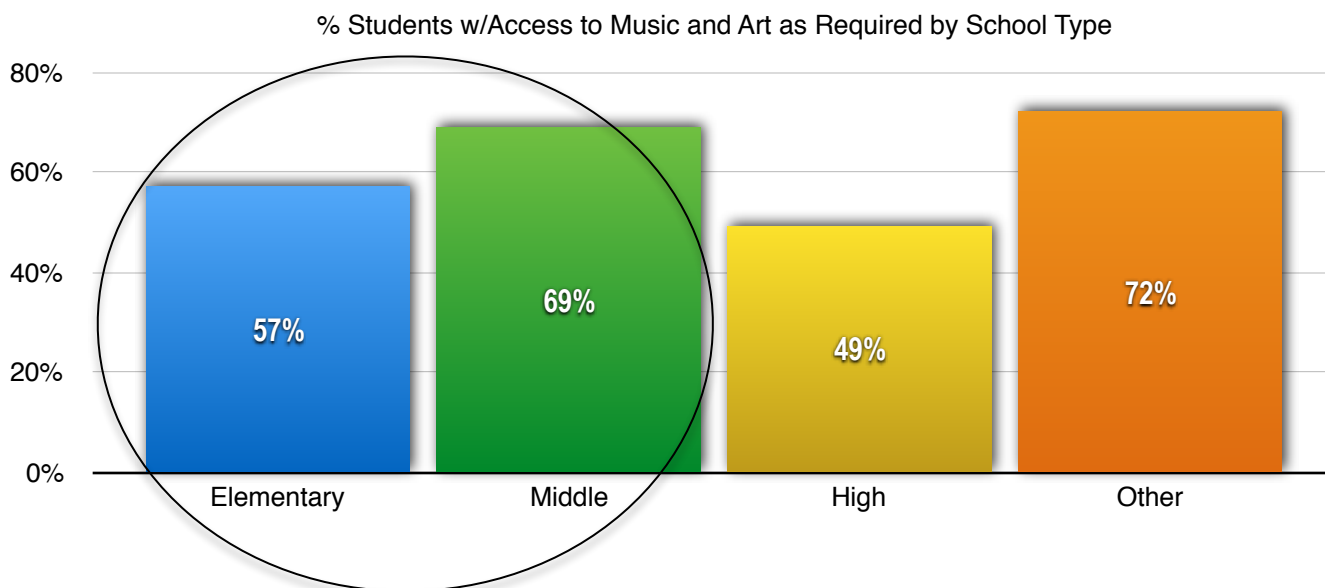
Arts Discipline Enrollment by School Typ

Elementary schools have the largest percentage of student arts enrollment with Music having the greatest percentage of student participation. Art has the highest percentage of enrollment in middle and high schools. Theater and Dance are not significantly present until middle and high school.



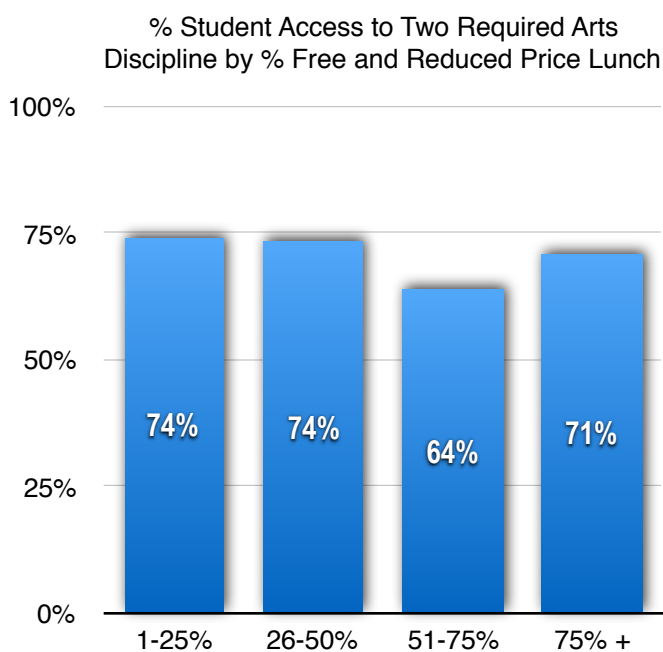
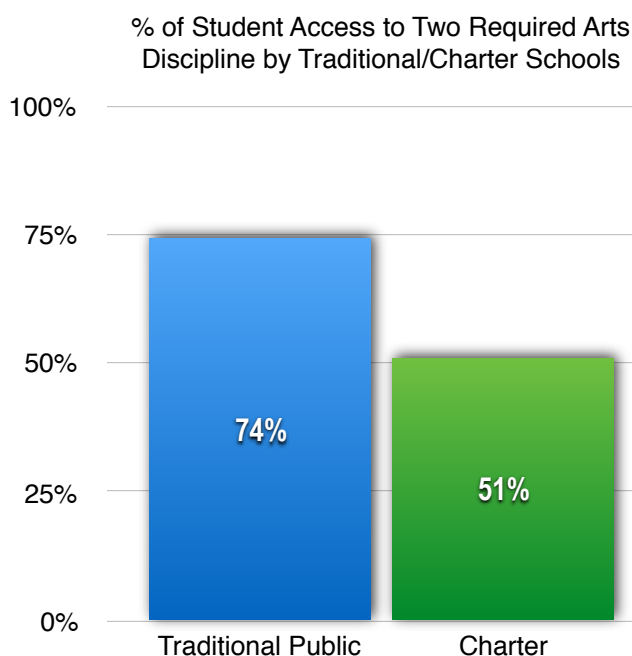
Provision of Two Required Arts Disciplines (Music and Art)

Arizona Education code states “students shall demonstrate competency... music and visual arts” for grades K-8. Only 57% of elementary and 69% of middle schools (in the circle below) provide the required access to Music and Art.



Two Required Arts Disciplines by Schools Serving K-8 Students

Students attending traditional public schools, as well as schools with a smaller percentage of students qualifying for Free and Reduced Price Lunch are more likely to have access to the two required arts disciplines in schools serving K-8 students.



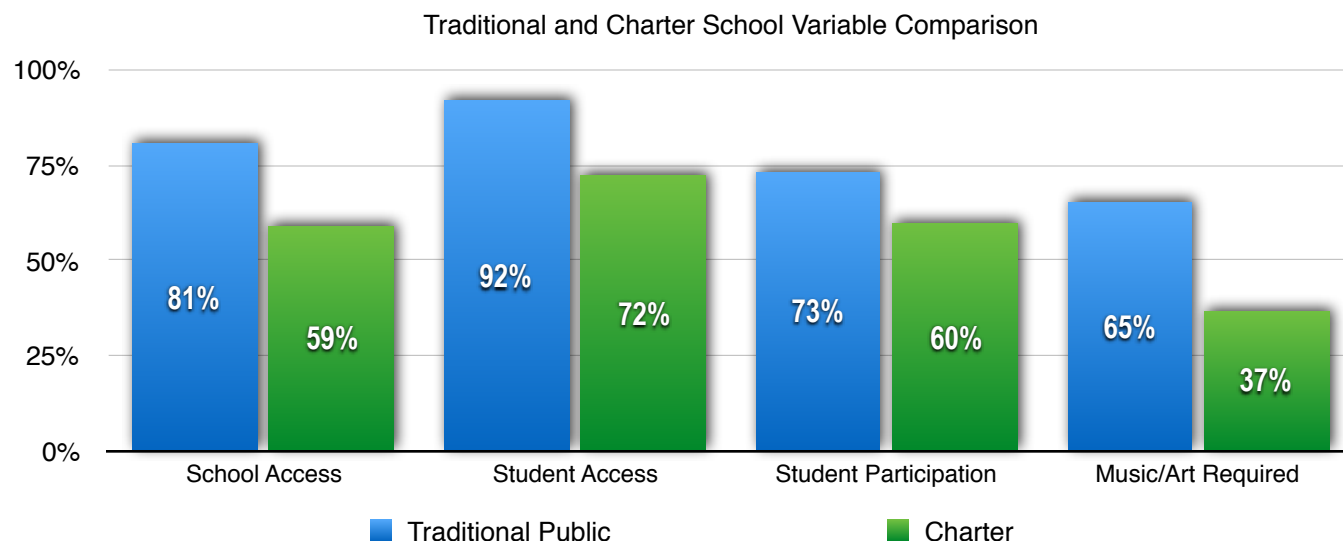
Top Courses by Discipline

The top arts courses by discipline based on: presence in schools where the discipline is offered, and the percentage of students participating based on the discipline enrollment (i.e. In schools where Art is offered - Art “Elementary” is provided by 54% of the schools and 48% of all students enrolled in Art are enrolled in this course)

Course	% of Schools Offering Course within Discipline	% of Student Participation within Discipline
Art (62% of Schools, 45% Student Participation)		
Art (Elementary)	54%	48%
Art	31%	14%
Music (68% of Schools, 52% of Students)		
Music (Elementary)	53%	50%
General Band	42%	7%
Chorus	31%	6%
Dance (10% of Schools, 3% of Students)		
Dance Technique	58%	45%
Dance Repertory	38%	13%
Dance	15%	6.2%
Theater (19% of Schools, 4% of Students)		
Theater Arts	37%	14%
Introduction to Theater	30%	15%
Other (20% of Schools, 4% of Students)		
Fine and Performing Arts - Other	19%	83%

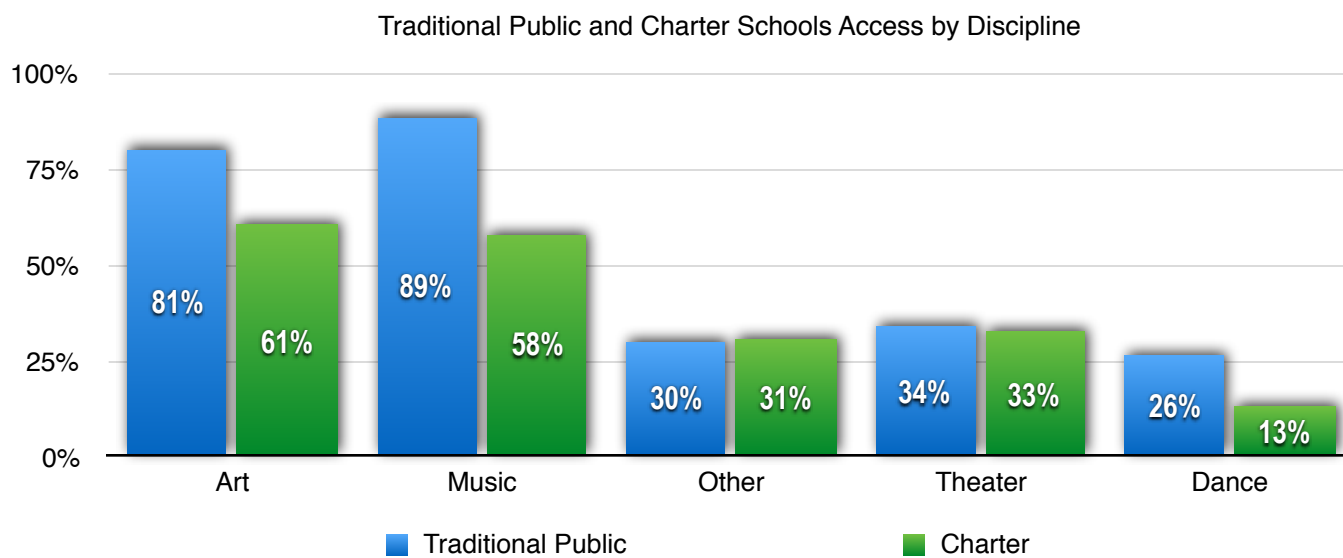
Traditional Public/Charter Schools

There is a disparity between traditional public and charter schools when it comes to arts instruction. Eighty-one percent of all traditional public schools provide arts instruction as compared to 59% of charter schools. When looking at student access, 92% of traditional public school students have access versus 72% for charter students. Student participation rates also show some disparity, with 73% of traditional public school students participating in the arts as compared to 60% for charter school students. Sixty-five percent of all traditional public schools (Grades K-8) provide Music and Art as required by state policy versus 37% for charter schools.



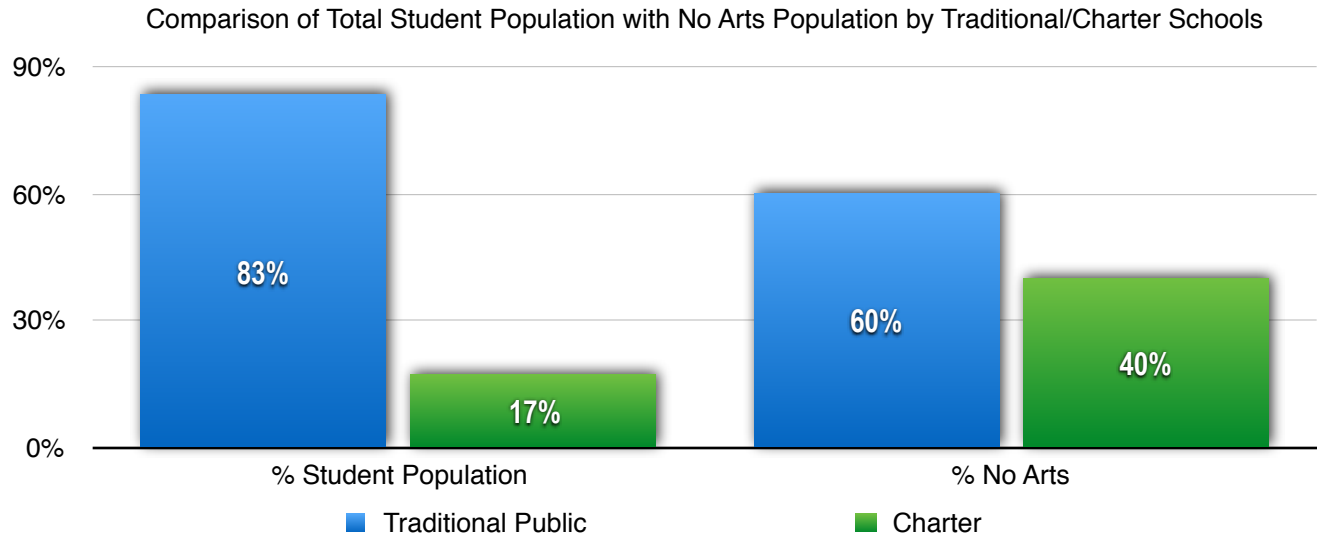
Traditional/Charter Schools Access by discipline

When exploring access by specific discipline between traditional public schools and charter schools, there are significant gaps in Music, Art and Dance (traditional public schools are more favorable).



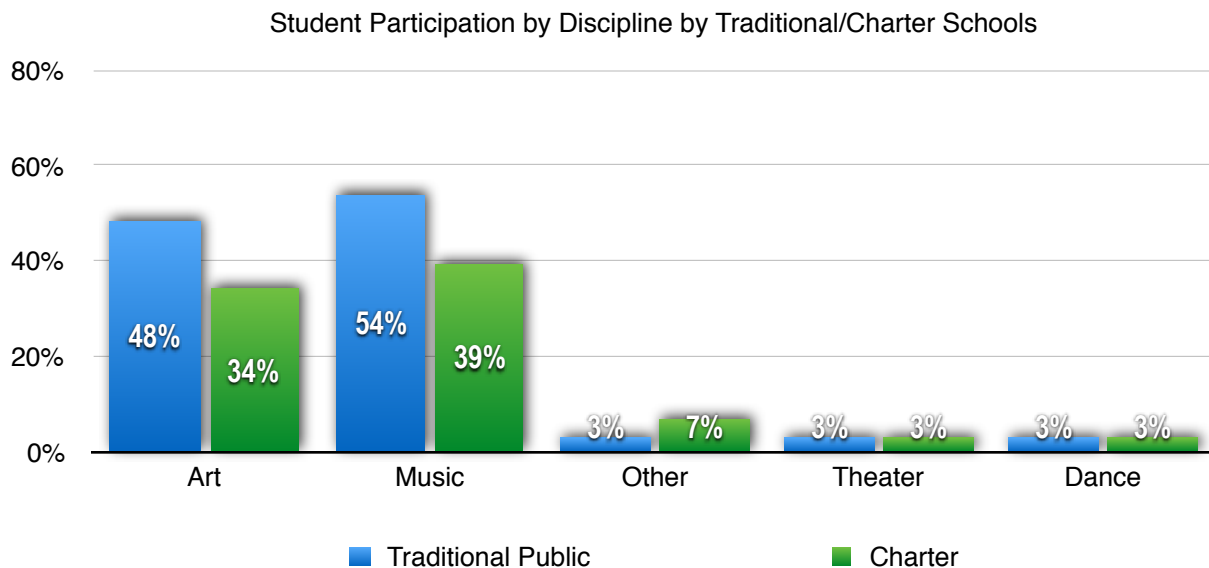
Traditional/Charter Schools No Arts

While Public Schools represent 83% of the population they represent 60% of the “no arts” student population whereas Charter Schools represent 17% of the overall student population they hold 40% of the “no arts” students.



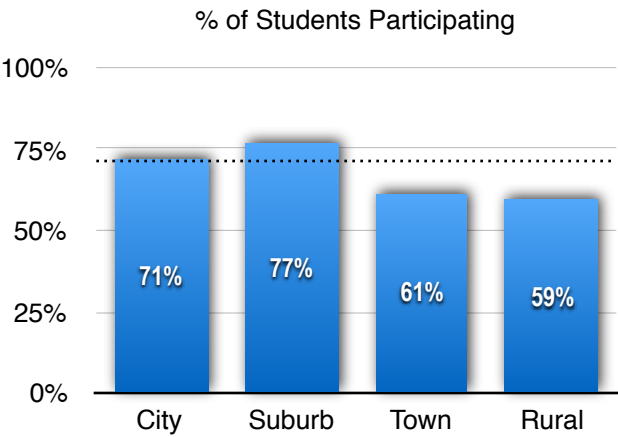
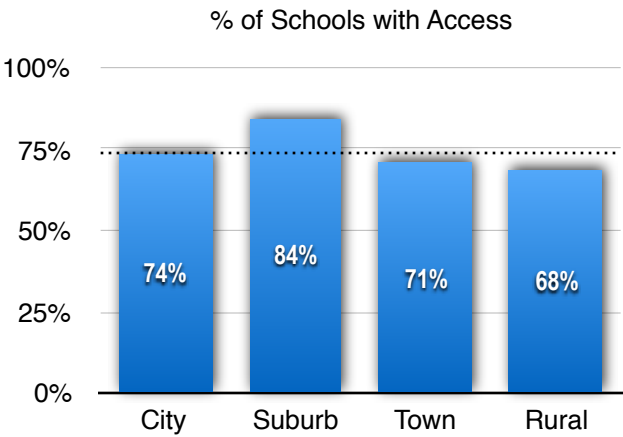
Traditional/Charter Schools Participation

Participation rates by discipline differ between traditional public and charter schools with Music and Art participation higher in traditional public schools and Other, higher in charter schools.



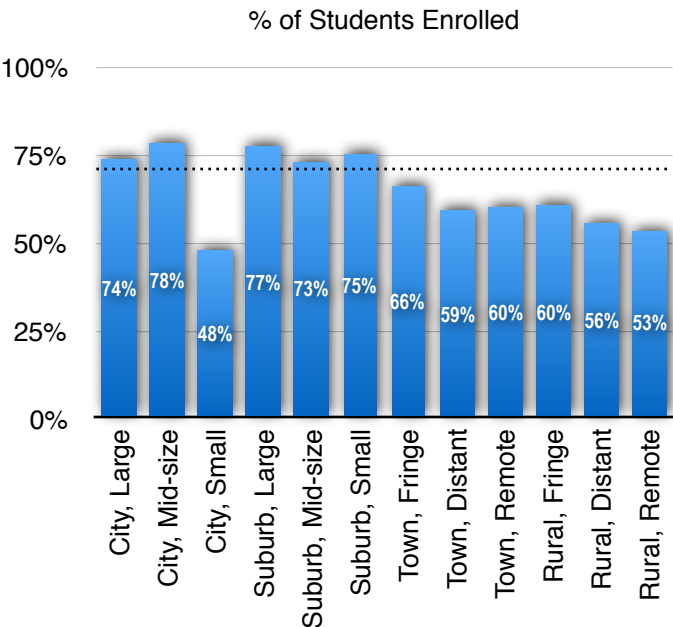
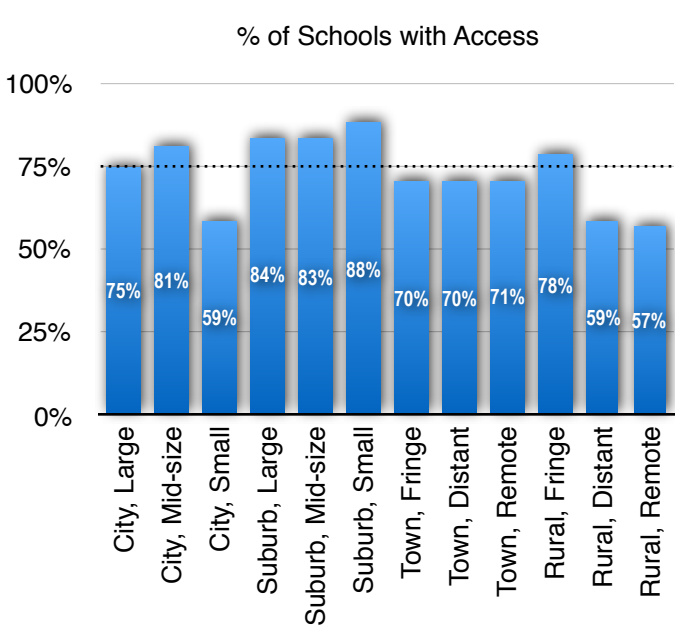
Major Locale Code Arts Access and Participation

Locale codes provide a way to look at arts access and participation rates through a school's location in reference to a geographic center. Schools in the "suburb" classification provide greater access than schools in any other classification. Student participation is also greatest in the "suburbs" and lowest in the "rural" areas. The dotted line denotes the state average.



Locale Code Subcategories and Arts Access and Participation

When exploring the subcategories of the locale codes, access and participation tracks with the major local codes. Access and participation rates are the highest in the "city/mid-size" and all "suburb" categories. Rates are lowest for "rural" communities. The dotted line denotes the state average.



Appendix A

Free and Reduced Price Lunch

The percentage of students eligible for free or reduced-price lunch (FRPL) under the National School Lunch Program provides a proxy measure for the concentration of low-income students within a school. Children from families with incomes at or below 130 percent of the poverty level are eligible for free meals. Those from families with incomes that are between 130 percent and 185 percent of the poverty level are eligible for reduced-price meals.

In this indicator, public schools (including both traditional and charter) are divided into categories by FRPL eligibility.

High-poverty schools are defined as public schools where more than 75.0 percent of the students are eligible for FRPL.

Mid-high poverty schools are those schools where 50.1 to 75.0 percent of the students are eligible for FRPL.

Mid-low poverty schools are those schools where 25.1 to 50.0 percent of the students are eligible for FRPL.

Low-poverty schools are defined as public schools where 25.0 percent or less of the students are eligible for FRPL.

% Free or Reduced Lunch	Number of Schools	% of Schools	Number of Students	% of Students
1% to 25%	434	25%	314,093	30%
26% to 50%	391	22%	210,799	20%
51% to 75%	357	20%	221,247	21%
75% or more	585	33%	292,319	28%

In Arizona, there were 205 schools with 6% of students that did not report FRPL data for the 2017/2018 school year to NCES.

Source: NCES, The Condition of Education http://nces.ed.gov/programs/coe/indicator_clb.asp

Appendix B

New Urban-Centric Locale Codes

“Locale codes” are derived from a classification system originally developed by NCES in the 1980s to describe a school’s location ranging from “large city” to “rural”

Locale codes are a measure of geographic status on an urban continuum that ranges from “large city” to “rural.” The new locale codes used for analysis in this report incorporate changes in the way rural areas are defined, in agreement with geographic standards used in the 2000 decennial Census.

The codes are based on the physical location represented by an address that is matched against a geographic database maintained by the Census Bureau. This database is the Topographically Integrated and Geographically Encoded Referencing system, or TIGER.

In 2005 and 2006, NCES supported work by the Census Bureau to redesign the original locale codes in light of changes in the U.S. population and the definition of key geographic concepts.

Locale Code	Locale Code Description
11 - City, Large	Territory inside an urbanized area and inside a principal city with population of 250,000 or more.
12 - City, Midsize	Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.
13 - City, Small	Territory inside an urbanized area and inside a principal city with population less than 100,000.
21 - Suburb, Large	Territory outside a principal city and inside an urbanized area with population of 250,000 or more.
22 - Suburb, Midsize	Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.
23 - Suburb, Small	Territory outside a principal city and inside an urbanized area with population less than 100,000.
31 - Town, Fringe	Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.
32 - Town, Distant	Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.
33 - Town, Remote	Territory inside an urban cluster that is more than 35 miles from an urbanized area.
41 - Rural, Fringe	Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.
42 - Rural, Distant	Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.
43 - Rural, Remote	Census-defined rural territory that is more than 25 miles from an urbanized area & is also more than 10 miles from an urban cluster.

Appendix C

Course Codes and Course Code Descriptions

The state of Arizona has established a series of course codes and course definitions for each of the arts disciplines (Dance, Music, Theater, Visual Arts and Other). The complete list of course codes and definitions may be located at the Arizona Department of Education website by going to the following address:

<http://www.azed.gov/stc/>

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